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AUTHOR Blackbourn, Joe M.; Wilkes, Sam T.
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ABSTRACT

The purpose of this study was to determine the relationship between teachers' perceptions of the supervisory conference as measured by the "Supervisory Conference Rating" (SCR) and the zones of indifference as measured by the "Zones of Indifference Instrument" (ZII). The SCR and the ZII were responded to by 159 teachers from 5 selected schools in a large school system in Mississippi (an 80 percent response). The findings indicated that teachers who have high resistance to administrative directives view the supervisory conference less positively than teachers who have low resistance to administrative directives. (JD)

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THE RELATIONSHIP OF TEACHERS' PERCEPTIONS
OF THE SUPERVISORY CONFERENCE AND
TEACHERS' ZONES OF INDIFFERENCE

BY

Joe M. Blackbourn
Professor of Educational Leadership
Mississippi State University

and

Sam T. Wilkes
Professor of Educational Leadership
Mississippi State University

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Mississippi State University
Mississippi State, Mississippi 39762

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Statement of the Problem

The problem in this study was to determine the relationship between teachers' perceptions of the supervisory conference as measured by the "Supervisory Conference Rating" (SCR) and their zones of indifference as measured by the "Zones of Indifference Instrument" (ZII).

Rationale

In the light of the current reform movement in education, it seems logical to consider the attitudes of teachers concerning various activites involved in the process.

Previous research using the SCR indicates that in addition to revealing attitudes of teachers toward the supervisory conference, it also reflects the influence of various other factors in the teachers' environment.

The ZII has been used to determine whether the current milieu has had effect on teachers' acceptance of authority. In a study of the zones of indifference and morale of teachers it was determined that when teachers' morale is low their zones of indifference was narrower.

In another study of teachers in a state where contracts are negotiated and in a state where they are not negotiated, it was found that teachers in the state where contracts are negotiated had narrower zones of indifference.

The purpose of the present study is to determine the relationship of teachers' zones of indifference and their perceptions of the supervisory conference.

Instrumentation

The Supervisory Conference Rating (SCR) is a semantic differential designed to assess the attitudes of teachers toward a conference with their principal concerning classroom observation. This instrument, composed of 24 adjective pairs, contains two subscales which have been demonstrated to be stable through two separate factor analytic studies. The first scale describes attitudes of teachers toward the environment of the conference and the second scale describes perceived characteristics of the principal's behavior during the conference. Internal reliability of the instrument as determined by an alpha coefficient was .94. Attitudes measured by this instrument correlate significantly with teachers' perceptions of principals' leadership behaviors. In another validity study, results from the SCR were found to correlate positively with teachers' ratings of principals' collaborative supervisory behavior.

Teachers' compliance with the directives of their principals was measured with the Zones of Indifference Instrument, developed by Wilkes and Blackbourn (1981). Responses to the 71 items were made on a four-point Likert scale indicating the degree of compliance to typical directives issued by principals. Lower scores represented a greater degree of compliance with administrative directives.

Two factors, teacher determined practice and administrator determined policy, are measured by the instrument. Alpha coefficients measuring internal reliability for the two factors and the total instrument are as follows: factor 1, .92; factor 2, .88; and the total instrument, .93.

Procedure

The instruments, the ZII and the SCR, were administered to 200 teachers in five selected schools in a large school system in Mississippi. One hundred fifty-nine usable responses were returned. This was a return rate of 80 percent.

The ZII was used to measure the zones of indifference of teachers, while the SCR was used to measure teachers' perceptions of the conference following observation by their principals.

Stepwise multiple regression procedures were used to analyze the data.

Findings

The simple correlations between the two subscales of the SCR and the two subscales of the ZII are presented in table 1. An examination of the data indicate that all six of the correlation coefficients are significant at the .05 level.

Table 1

**Relationship of Zones of Indifference to Attitudes
Toward the Supervisory Conference**

Zones of Indifference		Supervisory Conference Rating		
		SCR1 Conference Climate	SCR2 Principals' Behavior	Total SCR
ZII 1	Teacher determined Practice	.79*	.67*	.80*
ZII 2	Administrator determined Policy	.77*	.67*	.78*
Total ZII		.78*	.68*	.80*

* $r \geq .16$ ($N = 235$) Significant at the .05 level

The data presented in table 2 indicate the relationship of teachers' self-reported zones of indifference as measured by the ZII and their self-reported attitudes toward the climate of the supervisory conference. As shown in table 2, sub-scale 1 on the ZII, Teacher Determined Practice accounts for 62 percent of the variance in sub-scale 1, Conference Climate, of the SCR. When the total score and sub-scale 1 of the ZII were considered, they accounted for no additional variance.

Table 2
Predicting Sub-Scale 1 of the Supervisory Conference Rating

Predictions			Multiple R	R ²	R ² added	F
ZII	1	Teacher Determined Practice	.7901	.6243	.6242	388.72*
ZII		Total	.7901	.6243	.0001	.04
ZII	2	Administrator Determined Policy	.7901	.6243	.0000	.00

* F \geq 3.83 Significant at .05 level

The data presented in table 3 indicate the relationship of teachers' self-reported zones of indifference as measured by the ZII and their self-reported attitudes toward sub-scale 2, Principal's Behavior, of the SCR. As shown in table 3, the total score of the ZII accounted for 45 percent of the variance in the Principal's Behavior sub-scale of the SCR. When the two sub-scales of the ZII were considered, they did not contribute to additional variance.

Table 3
Predicting Sub-Scale 2 of the Supervisory Conference Rating

Prediction		Multiple R	R ²	R ² added	F
Total ZII		.6755	.4563	.4563	196.42*
ZII 2	Administrator Determined Policy	.6756	.4564	.0001	.02
ZII 1	Teacher Determined Practice	.6756	.4564	.0000	.00

* F \geq 3.83 Significant at .05 level

As the data presented in table 4 indicate, the relationship between teachers' self-reported zones of indifference as measured by the ZII and teachers' self-reported attitudes toward the supervisory conference as measured by the SCR. As shown in table 4, sub-scale 1, teacher determined practice, accounted for 64 percent of the variance in teacher attitudes toward the SCR. When the other sub-scale and the total score were added to the equation, they did not account for any additional variance.

Table 4
Predicting Overall Attitudes Toward the Supervisory Conference

Prediction		Multiple R	R ²	R ² added	F
ZII 1	Teacher Determined Practice	.7997	.6395	.6395	415.12*
ZII 2	Administrator Determined	.8001	.6401	.0006	.39
Total ZII		.8001	.6401	.0000	.00

* F \geq 3.83 Significant at .05 level

Summary

The problem in this study was to determine the relationship between teachers' perceptions of the supervisory conference as measured by the "Supervisory Conference Rating" (SCR) and their zones of indifference as measured by the "Zones of Indifference Instrument" (ZII).

The SCR and the ZII were administered to two hundred teachers in an urban school system in Mississippi. One hundred fifty nine usable instruments were returned.

The data were treated utilizing a stepwise multiple regression. Subscale 1 of the ZII results of the study showed statistically significant correlations between both factors and the total score of the ZII with the attitudes toward the supervisory conference.

All relationships ranging in the large effect size domain show that the ZII explained from 45% to 64% of the variance in attitudes toward the supervisory conference.

In the multiple regression study, Factor 1, Teacher Determined Practice, was the best predictor of scale I, The Environment of the Conference, of the SCR.

Factor 1, Teacher Determined Practice, was the best predictor of the total score of the SCR.

The study indicates in educational implications that teachers who have high resistance to administrative directives view the supervisory conference less positively than teachers who have low resistance to administrative directives.

THE RELATIONSHIP OF TEACHER PERCEPTIONS OF THE SUPERVISORY CONFERENCE AND TEACHERS ZONES OF INDIFFERENCE
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The SCR and the ZII were administered to two hundred teachers in an urban school system in Mississippi. One hundred fifty nine usable instruments were returned.

The data were treated utilizing a stepwise multiple regression. Subscale I of the ZII results of the study showed negative statistically significant correlations between both factors and the total score of the ZII with the attitudes toward the supervisory conference.

All relationships ranging in the large effect size domain show that the ZII explained from 45% to 64% of the variance in attitudes toward the supervisory conference.

In the multiple regression study, Factor 1, Teacher Determined Practice, was the best predictor of scale I, The Environment of the Conference, of the SCR.

The total score of the ZII was the best predictor of scale II, Behavior of Principal, of the SCR.

Factor 1, Teacher Determined Practice was the best predictor of the total score of the SCR.

The study indicates in educational implications that teachers who have high resistance to administrative directives view the supervisory conference less positively than teachers who have low resistance to administrative directives.